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ABSTRACT

The office of Services for Returning Students (SRS) at the University of Texas (U.T.) at Austin conducted a follow-up study of men and women students who had visited the office from February 1969 to the end of 1971. The study ascertained the average interval between periods of formal education, the fulfillment of educational goals, and the use of education for a subsequent career. A questionnaire was mailed to a random sample of 368 students who had visited SRS. Respondents included 102 women, 3 men and 2 unidentified respondents. Respondents were 25 to 60 years old. Due to this pattern, the findings relate to women. Findings indicated that (1) women compared to men utilized services approximately at a 3:1 ratio, yet there are twice as many men as women over 25 years old at U.T.; (2) the average educational interruption was 10-14 years; (3) most respondents were married; (4) 60% earned letter grades of between A and B; (5) after leaving U.T. 51% were employed--almost one-fourth did not find employment in their academic area; (6) most carried a part-time course load; (7) 48% had completed their educational goals; (8) financial problems were most frequently indicated as the reason for dropping out of school; and (9) 58% knew about campus placement services, but only 21% used the services. (The survey instrument and results are included.) (CSS)

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A Follow-up Study of Returning Students--
A Concentration on Women

Frances Plotsky, Susan Ohm

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A Follow-up Study of Returning Students--a Concentration on Women

Frances A. Plotsky, Susan Ohm

Services for Returning Students (SRS; formerly CEWM--Continuing Education of Women and Men), located in the Dean of Students Office, is a general educational counseling service for persons who have experienced an interruption in their formal studies. Since its inception in 1969, many returning students have sought assistance from this office. This is a follow-up study to determine what were these students' personal and educational experiences at The University of Texas at Austin and what were the occupational results of their educational experiences.

Background

The average age of the student body has increased in colleges and universities throughout the country. Current Population Reports (1974, p. 1) states, "in 1947, the first year that full age details of college students became available . . . 18% of all college students were 25 to 34 years old." The latest figure describing attendance of college students reports 22% of the 8.1 million college students in 1973 were students 24 to 34 years old (The Chronicle, 1973). This increase follows the declining percentage of 18- and 19-year olds attending college. The article continues:

> that the shift to older college students has been more marked for women than for men . . .
> that the ratio of men students to women students declined noticeably from 1947 to 1973 . . . (The Chronicle, 1973, p. 6)

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The increase to 22% for the older students was largely among women students, changing from 5% in 1947 to 18% of the older students in 1973. A report supporting the increase of women students states:

> revealing clues to the educational experiences of adult women were provided in the Women's Bureau exploratory survey among women who have been out of college for 15 years. As most of this group had children in school, many were at an age when they were thinking of changing their pattern of living. When surveyed, about one-third of the group were employed and 5 out of 6 of the remainder indicated interest in future employment. Many also expressed a desire for training, particularly for university courses that would prepare them for teaching. (Continuing Education, 1971, p. 6)

Women are entering the work force today in increasing numbers to supplement the family income or to support themselves and others. The nation has recognized the need for the talents of this vast untapped reservoir of woman power. Updating and acquiring new knowledge and skills is necessitated by the rapid development of information and technology. The university is an institution where these competencies are acquired. Women are returning to school to update their skills. While research on demographic data about and reasons for these women returning to school has been done, little research has been conducted on their educational experiences. Leland and Lozoll (1969) suggested that most of the research of the last two decades evolved because of the complexities a woman faces from the nature of the new alternatives and attractions outside of her traditional role. They cite three studies which discuss problems and characteristics of women in college and their educational and occupational aspirations. However, these studies are concerned with traditional-age college women, not the

returning woman student. This study addresses itself to the problem of providing information on educational goals and the results which follow attainment of the goals for returning women students.

Purpose

In the spring 1974, SRS requested funds to conduct a follow-up study of men and women students who had visited the office from February, 1969 to the end of 1971. The purpose of the study was to ascertain the following information about these students: the average interval between periods of formal education, the fulfillment of educational goals, and the use of education for a subsequent career. These findings will provide information on the academic and career patterns of returning students.

Methodology

Population

In the Spring Semester, 1974, a questionnaire and cover letter (Appendix A) were mailed to a random sample of 368 students from over 1,000 students who had visited SRS. A check of registration records was made to ascertain that the students were no longer in school.

Instrument

The questionnaire was designed to furnish demographic data about the returning student, years of interruption in formal studies, academic success and goals, the educational experience, and employment patterns of the returning student. The questionnaire was five pages, and most questions were answered by checking the appropriate answer. Several questions were open-ended. The instrument could be answered in 10 to 15 minutes.

The cover letter explaining the questionnaire pledged anonymity for the respondents. Names were requested on each instrument for the purpose of a follow-up to those who had not returned the survey by the stated time. A stamped, self-addressed envelope was enclosed for the participant's use. Post cards were mailed after 2 weeks to those persons who had not returned the questionnaire, requesting return of the instrument.

Data Analysis

Frequencies and percentage of responses were calculated for each question. Findings are reported by academic classification at the time the students returned to school. All tables are in Appendix B.

Results

Students who had not entered The University of Texas at Austin were asked to state why, and to omit the remainder of the questionnaire. Twenty-two people (21%) did not complete the questionnaire.

Reasons given by these students for not entering the University were varied. Five women attended another school; four stated they had other obligations; three stated their graduate record examination scores were not acceptable; and three said they were not interested in school at this time (they had just "checked into it"). Two stated illness prevented their beginning; two identified transportation to and from campus as a problem; and two did not get the courses they wanted. One woman said taking math scared her so, she simply "chucked the whole idea."

Of the 368 questionnaires sent out, 107 (30%) were returned. Eighteen questionnaires were returned "address unknown." Because of the low return, caution should be used in interpretation of the data. Of the 107

instruments returned, 102 people checked female, 3 checked male, and 2 did not indicate sex. The graphs and findings will report the total 107 responses. Because so few males returned the survey, statistically the 3% of male returns will not significantly alter the results which are indicated and identified as meaningful for women.

The 22 women who did not complete the questionnaire and who did not return to school are not included in the following discussion. The "no response" category reflects this group of women unless otherwise stated.

Demographic Data

The age range of the respondents who returned the questionnaire was from 25 to 60 years old. (One person checked the category 60 and above.) The mode was 35 to 39 years old (Table 2).

Graduate student. The profile of the woman graduate student was: 45-49 years old (Table 2), married at her time of entry to U.T. Austin (64%), and married (61%) at the time of the survey (Table 1). Twenty-five percent of these women were divorced at time of survey, while 7% were divorced when they returned to school. They had been out of school between 15 to 19 years (32%) (Table 3). Graduate students were the largest academic classification, 26% of all the respondents.

Undergraduate student. The profile of the woman undergraduate student was: 35-39 years old (Table 2), married when she entered the University (72%), and married (72%) at the time of survey. Over 70% of all undergraduates checked "Married" for both of these categories (Table 1). Most of the juniors who responded had been out of school 15-19 years (28%) (Table 4). Eighteen of the respondents were juniors (17% of the total sample) when they returned to school.

Marital status. Ten percent of the women returning to school were divorced at the time of reentry, while at the time of the survey 13% were divorced. At the time of reentry, 56% were married and 69% were married at the time of the survey. (Table 1)

Period of interruption. In the total population the average period of interruption in formal education was from 10 to 14 years. The average second period of interruption was 2 years. Eighty-three percent of the students indicated no response or none for the second period of interruption. The median first period of interruption for graduate students and for juniors was 10-14 years. The median period of interruption for freshmen, sophomores, seniors, and special students was shorter than that for juniors and graduate students. (Table 3)

Academic Findings

Grade point averages. Students were asked what grade point averages (GPA) they had earned previously at the University of Texas, GPA's they expected to earn at time of reentry and the actual GPA they earned after reentry. Of all the respondents, 37% expected a GPA of "A-" or above. Another 26% expected to earn a "B" or "B+" average. The actual earned GPA's were: 36% "A-" or above, 27% "B" or "B+," and 8% earned below a "B" average. Only 4% of the students did not attend long enough to earn grade point averages.

Juniors' expected grade point averages were: 21% expected an "A," and 67% expected a "B" grade point average. Earned grade point averages for juniors were: 33% earned an "A," 44% earned a "B," and 11% earned a "C" grade point average. Graduate students' expected grade point averages were: 18% expected an "A," 46% an "A-," and 22% expected a "B" grade point average. Earned grade point averages for graduate students were: 18% earned an "A,"

36% an "A-," and 32% earned a "B" grade point average. (Table 4) Students earned higher grade point averages than they expected to earn when they returned to school. Only a few students had previously attended The University of Texas at Austin. Their previous grade point averages are in Table 4.

Semester hours undertaken. Average course loads at The University of Texas at Austin for the students were: 22% carried 2 courses and 18% carried 4 courses. The average course loads for juniors and graduate students are listed below in Table 1.

Table 1

Junior and Senior Average Course Loads

Average Course Load	Juniors	Graduate Students
1	3	4
2	3	9
3	4	7
4	3	4
5	5	4

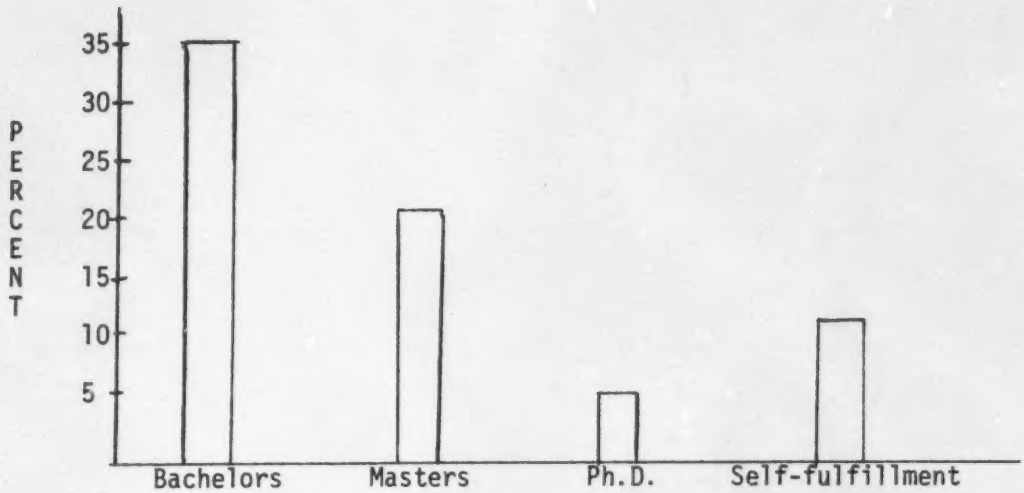
Educational Goals

Students' educational goals were: 35% bachelor's degrees, 20% master's degrees, 5% Ph.D.'s, and 11% for self-fulfillment (Figure 1).

Of the women graduate students, 58% were pursuing a master's degree and 11% were pursuing a Ph.D., while 14% returned to school for self-fulfillment. One freshman and one special student were also seeking a Ph.D. as their educational goal. Thirty-nine percent of the juniors were seeking a B.S. (Table 6).

Figure 1

Summary Educational Goals for Sample



At the time of the survey, 37% of the students had reached their educational goals, 22% were still working toward their goal, and 20% were no longer working on their goals. Over half the graduate students, juniors, and seniors had reached their educational goals. Seventy-five percent of the sophomores, 22% of the juniors, 18% of the seniors, and 33% of the special students were still working toward their goals. (Table 7)

Students represented in the sample completed their goals in the years 1970 to 1973. Thirty-three percent of the students attended the University every fall and spring semester until their goals were reached.

Areas of academic interest within the different educational goals were varied. Most of the students were enrolled in the College of Education (70%): the most frequently listed areas were history education, home economics education, bilingual education, elementary education, mathematics education, and special education. The other majors mentioned were communications, history, geography, home economics, sociology, psychology, library science, American studies, accounting, and nursing.

Personal Findings

Reasons for interrupted study. Only 29% of the students listed reasons for interruption. Because over 50% of the juniors, seniors, and graduate students had reached their goal, most responses are from the other academic classifications. Reasons listed for interruption in study in order of frequency were: financial need, medical, leaving town, school expectations were not confirmed, marriage, and pregnancy. Financial need was the most pertinent reason for interruption in their studies. (Table 8)

Perceptions of support systems and concerns. The students' educational experience was positive (58%). Only 6% said their educational

experience was negative, or very negative, althougn 11% of the graduate students felt their educational experience was negative or very negative. (Table 9)

Most sophomores (50%) and freshmen (55%) felt their study skills were rusty or very rusty, while most juniors (61%) and seniors (68%) felt their study skills were satisfactory or average. Out of the total sample, 36% felt their study skills were satisfactory or better and 29% felt theirs were rusty or very rusty. (Table 9)

Over half of the students felt the faculty were encouraging or very encouraging to them as older students. Fifty percent of the graduate students felt the faculty were very encouraging, and 44% of the juniors also felt this encouragement. Only 6% felt that faculty were discouraging or very discouraging to their coming back to school. (Table 9)

Forty-seven percent of the students felt their spouses' attitudes were favorable or very favorable. This included 72% juniors and 39% graduate students. Only 5% of the total sample felt their spouses' attitudes were unfavorable. This is compared to 11% of the graduate students who felt their spouses' attitudes were unfavorable to their returning to school. (Table 10)

Most students responding to this survey felt social contacts within the University of Texas at Austin community were satisfactory (42%), while 19% felt social contacts were unsatisfactory or very unsatisfactory. This attitude appraisal was worded to distinguish the locus of social life within the University from that of the community. From the students' responses, social contacts were satisfactory. (Table 11)

Financial status for 41% of the sample was secure or very secure, while 14% felt their financial status was insecure or very insecure (Table 12).

Students' health and their family's health was of little concern for these students (Table 13).

These factors may be considered to influence a person's educational adjustment. Students indicated they had a good support system, which positively influenced their educational experience. Therefore, a lack of support systems does not appear to be a mitigating reason for leaving school. Most felt their study skills were average or satisfactory.

Employment

Results of this survey indicated that the returning student's goals for their education were oriented toward future careers. After these students left U.T. Austin, over one-half (51%) were employed; 19% were not employed after leaving U.T.; and 30% did not respond. (Table 14) At the time of the survey, 55% of the students were employed, including 71% of the graduate students and 72% of the juniors. Sixty-one percent of the juniors and 68% of the graduate students were employed after leaving U.T. Austin.

More women answered the question about employment status (whether half- or full-time) than those who indicated they were employed after leaving U.T. This should be noted in interpreting the data. Of those who responded to the question, 75% were employed full-time and 22% worked part-time after leaving U.T. Sixty-seven percent of the juniors and 54% of the graduate students were employed full-time. (Table 15) Women who were not employed after leaving U.T. indicated their status as: housewife (15%), temporarily employed (2%), and other (2%) (Table 16). Forty percent of all the women said their jobs were related to their academic majors; 22% said

their jobs were unrelated. Forty-eight percent of the respondents stated they hoped to find employment related to their field of academics (Table 17).

An open-ended question asked the respondents for their type of employment. The most frequently listed responses were:

Teacher--15

Clerical work--5

Executive assistant--5

Counselor--5

Librarian--3

Types of employment listed by only one person were: vice president of a title company, officer of an investment corporation, a service representative for Southwestern Bell Company, apartment manager, fraternity housemother, artist, real estate sales person, and nursing.

College training was given credit by 44% of the respondents for securing their present positions, comparing favorably with the 40% who indicated their employment was academically related. Others (20%) indicated they would have secured their jobs without any college hours.

Women who were employed were asked about their satisfaction with their employment; 50% indicated it was very satisfactory or satisfactory, and 42% did not respond (Table 18). The three students who checked average or very unsatisfactory to this question checked the reason was that their current employment was not related to their major academic area.

Only 24 students indicated their employment was not academically related, but there were 36 responses to the question, indicating multiple responses by the respondents. The most frequently-named reasons for not obtaining academically-related employment were: (a) no job openings, (b) change of interest, (c) salary scale unsatisfactory, and (d) not interested in employment at this time. (Table 2)

Table 2

Reasons for Not Obtaining Academically-Related Employment

n	Category
6	Change of Interest
5	Salary Scale Unsatisfactory
12	No Job Openings
4	Lack of Job Placement
5	Not Interested in Employment (still working toward degree)
4	Self-Fulfillment (wanting knowledge to use personally)
2	Marriage
2	Age as a Factor
2	Illness

Placement Findings

The students were asked whether they knew about the different placement services available on campus. Fifty-eight percent said that they did know about the services, while 14% said they did not know. Over half of the sophomores did not know about the services, while over half of the freshmen, juniors, seniors, graduate students, and special students knew about the services. (Table 19)

While 59% of the students knew about placement services, only 21% of the students used the services. Even though 86% of the graduate students knew about placement services, only 29% used them. Of the juniors, 67% knew about the services, and 28% used the services. Over half of the seniors used the placement services, while over half of the students in the other academic classifications did not use them. (Table 19) The services utilized were liberal arts placement (4%) and Teacher Placement (18%).

Summary

Persons utilizing the services of SRS are representative of returning students across the nation. The increase of older students is noticeable in all institutions of higher education. SRS has noted a similar increase in its clientele. Women returning students compared to men returning students have utilized the services approximately on a ratio of 3:1; yet there are twice as many men as women who are over 25 years old at U.T. Austin. The reason that more women than men have used SRS may be that women are more at ease in seeking assistance with their problems. They also may have more problems than men due to their multiple roles of student-wife-mother (Hall, 1972).

Data in this report support the trend of more people returning to school following an interruption in their studies. Returning women students in this study were well-motivated to achieve their goal. Their major intent was to relate the goal of a degree to a profession or a career. The returning student in this report was a serious student, did well academically, indicated average concerns, and had an attrition rate comparable to the traditional-age student.

Personal reflections of some of the students' experiences at U.T. Austin are offered as suggestions for newly admitted students who are making the transition to the student role (Appendix C).

The modal returning student in this study is a woman who experienced a 15-19 years interruption in her studies. She is atypical of most returning women students described in the literature whose interval of interrupted study is 10-14 years. Most of the respondents were married, and may have waited until the last child was in school before coming back to

school. However, typical of most returning students described in the literature, the majority of women in this study had previously attended a college or university.

Two major findings emerge: the academic and the employment data. Over a third of the students earned a GPA of "A-" or above (36%) at U.T., and 18% of those responding to the question about previous GPA had "A-" or above. This is high achievement for women who have been out of school, for research shows that the longer a person is out of school, the less academically prepared (s)he is. After leaving U.T. Austin, 51% were employed and 55% were employed at the time of the survey. Forty percent stated their employment was related to their major academic areas. This indicates that returning women students use their education for specific purposes.

Discussion

These findings are based on a sample of women who have visited Services for Returning Students. The population demographics are similar to the national survey previously described. Therefore, implications from this study are applicable to other agencies serving the returning woman student.

Part-time course load. Since most students carried a course load below the minimum requirement of 12 hours for undergraduates and 9 hours for graduate students, it is important for academic departments to be aware of the additional responsibilities--family and/or employment of an older student. (S)he is a serious student, but the responsibility of being a student must be shared along with other obligations. Society stresses the importance of status as a family member, housewife, and mother for the female and employment for the male. The loss of status becomes a major concern of the returning student (Glass and Harshberger, 1974; O'Toole, 1974). Therefore, having made the commitment to return to school, the seriousness of the intent must

overshadow the psychological loss of status. Thus, the motivation of returning students is very high. There should be no doubt that the decision to complete the studies is well-thought-through and is high priority.

Academic concerns. Older students are motivated to do well academically. They are in school because they wish to be. There is no social pressure for conformity which brings them to campus. Sixty percent of the students in this study actually earned between an "A" and a "B" average. This is higher than the average for the traditional-age student.

Educational goals. Of this sample, only 18% entered U.T. Austin for self-fulfillment. This implies the seriousness of purpose expressed by returning students.

Of the students completing the questionnaire, 48% had completed their goals, 27% still planned to complete their goals, and 20% were no longer working on their goals. This is similar to the percentages reported by Berry (1971) on the 1966 freshman students admitted from high schools at The University of Texas at Austin: 49% had graduated by spring 1971, 38% had dropped out, and 13% were still enrolled at the University. Of the 38% who had dropped out, records indicate 13% may have transferred to other educational institutions.

Personal concerns. Financial aid was most frequently indicated as the reason offered for not reaching the goal and dropping out of school. Most students (59%) did not respond to this question because they had reached their goal or were still working towards it. This still implies a need for more scholarship assistance for part-time students. However, most students in this study who were married at the time of entry to U.T. Austin reported a secure financial status.

Employment findings. Noteworthy in the results of the survey is that 51% of the respondents became employed after leaving U.T. Austin. Perhaps more pertinent is that 40% indicated the employment was related to their major academic area. An important finding is that almost one quarter of the respondents did not find employment in their academic areas and why they did not.

Placement findings. Fifty-eight percent of the respondents knew about the placement services on campus, but only 21% used the services and only in two areas. Possible implications from these findings are (a) either older students have not been encouraged to explore their employment potential through these services, or (b) the publicity about the placement offices and services was not encouraging for the returning student.

Recommendations

From the results of this study it is recommended that:

1. More research be accumulated related to the returning male student;

2. Admission officers, deans, and faculty be furnished with information from this research that supports the serious intent of the returning woman student;

3. Part-time course loads be considered as a viable arrangement for returning women students;

4. More encouragement, financially and academically, be offered the returning woman student in view of the academic record and completion of goals by women students;

5. More adequate career counseling be offered to the returning woman student;

6. Placement centers at U.T. Austin make special attempts to encourage use of their services by returning women students and employers seeking employees who are older than the average student;

7. Educational counseling services should encourage the older student to utilize them; and

8. Results from this study be made available to the returning student to help them prepare for the return to school by providing them information on the common problems returning students face. This will help students realize that their problems are not unique, and that they can be solved.

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Appendices

Appendix A

THE UNIVERSITY OF TEXAS AT AUSTIN
Office of the Dean of Students

CEWM

FOLLOW-UP STUDY OF

STUDENTS OLDER THAN AVERAGE

Name: _____

Age: (1)___Under 25 (5)___40-44 Sex: (1)___Male Current Marital Status:
(2)___25-29 (6)___45-49 (2)___Female (1)___Single (4)___Separated
(3)___30-34 (7)___50-59 (2)___Married (5)___Widowed
(4)___35-39 (8)___60 & above (3)___Divorced

ACADEMIC WORK
Please check or fill in the appropriate answer.

1a. When did you enter (or reenter) U.T.-Austin?

Semester:	Year:
(1)___Fall	(1)___1969
(2)___Spring	(2)___1970
(3)___Summer	(3)___1971

b. If you decided not to enter (or reenter) U.T.-Austin, please state why. [If you did not enter (or reenter) U.T.-Austin, please omit the rest of the items on this questionnaire].

_____

_____

2. What was your marital status at time of entry (or reentry) to U.T.-Austin?
(1)___Single (3)___Divorced (5)___Widowed
(2)___Married (4)___Separated

3a. What was the first period of years of interruption in your formal studies?
(1)___1 year or less (4)___4 years (7)___15-19 years
(2)___2 years (5)___5-9 years (8)___20 years or over
(3)___3 years (6)___10-14 years

b. If you reentered U.T.-Austin a second time, what was the second period of years of interruption?
(0)___None (3)___3 years (6)___10-14 years
(1)___1 year or less (4)___4 years (7)___15-19 years
(2)___2 years (5)___5-9 years (8)___20 years or over

4. What was your classification when you entered (or reentered) U.T.-Austin?
(1)___Freshman (3)___Junior (5)___Graduate
(2)___Sophomore (4)___Senior (6)___Other, please specify_____

5a. How many semester hours of college credit did you have when you entered (or reentered) U.T.-Austin?

(0) ___ None
(1) ___ 1-15
(2) ___ 16-30
(3) ___ 31-45
(4) ___ 46-60
(5) ___ 61-75
(6) ___ 76-90
(7) ___ 91-105
(8) ___ 106-120
(9) ___ 121-plus

b. How many credit hours were graduate hours?_____

c. How many credit hours were evening school hours?_____

d. How many credit hours were correspondence hours?_____

6. What was your average semester course load at U.T.-Austin?

(1) ___ 1 course
(2) ___ 2 courses
(3) ___ 3 courses
(4) ___ 4 courses
(5) ___ 5 courses
(6) ___ more than 5 courses

7a. What was your grade average in high school?

(1) ___ A+
(2) ___ A
(3) ___ A-
(4) ___ B+
(5) ___ B
(6) ___ B-
(7) ___ C+
(8) ___ C
(9) ___ C-
(10) ___ Below C-
(11) ___ Don't remember well enough to check

b. What was your grade average for college work taken other than at U.T.-Austin?

(1) ___ A+
(2) ___ A
(3) ___ A-
(4) ___ B+
(5) ___ B
(6) ___ B-
(7) ___ C+
(8) ___ C
(9) ___ C-
(10) ___ Below C-
(11) ___ Don't remember well enough to check
(12) ___ No college work other than U.T.-Aus

c. If you attended U.T.-Austin at some earlier point in time, what was your U.T.-Austin grade average?

(0) ___ Did not attend before
(1) ___ A+
(2) ___ A
(3) ___ A-
(4) ___ B+
(5) ___ B
(6) ___ B-
(7) ___ C+
(8) ___ C
(9) ___ C-
(10) ___ Below C-
(11) ___ Did not attend long enough to receive any grades.

d. What grade average did you expect to earn when you entered (or reentered) U.T.-Austin in 1969-71?

(1) ___ A+
(2) ___ A
(3) ___ A-
(4) ___ B+
(5) ___ B
(6) ___ B-
(7) ___ C+
(8) ___ C
(9) ___ C-
(10) ___ Below C-
(11) ___ Did not have any idea

e. What accumulative grade average did you actually earn at U.T.-Austin after you entered (or reentered) in 1969-71?

(1) ___ A+
(2) ___ A
(3) ___ A-
(4) ___ B+
(5) ___ B
(6) ___ B-
(7) ___ C+
(8) ___ C
(9) ___ C-
(10) ___ Below C-
(11) ___ Did not attend long enough to receive any grades.

8. What was your educational goal?

(1) ___ BA Degree	(6) ___ M.Ed Degree	(10) ___ LLB Degree
(2) ___ BS Degree	(7) ___ MBA Degree	(11) ___ Other Degree, please specify ___
(3) ___ BBA Degree	(8) ___ PhD Degree	(12) ___ Self-fulfillment
(4) ___ MA Degree	(9) ___ EdD Degree	(13) ___ Other, non-degree, please specify
(5) ___ MS Degree		_____

9. What was your major academic area? _____

10. Did you reach the goal you sought?
(1) ___ Yes (2) ___ Not yet, but still working towards it (3) ___ No

11. If you checked "yes" to Item 10, in what year did you reach your goal?

(1) ___ 1969	(3) ___ 1971	(5) ___ 1973
(2) ___ 1970	(4) ___ 1972	

12. If you checked "yes" to Item 10, did you attend U.T.-Austin every Fall and Spring semester from the time you entered (or reentered) until you reached your goal?
(1) ___ Yes (2) ___ No

13. If you checked "no" to Item 10, please check the reasons for interruption or permanent drop-out:

(1) ___ Medical	(6) ___ Financial Need	(11) ___ Faculty not supportive
(2) ___ Pregnancy	(7) ___ Spouse not supportive	(12) ___ Other, please specify _____
(3) ___ Illness	(8) ___ Leaving town	_____
(4) ___ Marriage	(9) ___ Lack of academic success	_____
(5) ___ Marital conflicts	(10) ___ School expectations not confirmed	

14. In general, how do you feel about your education experience at U.T.-Austin?
(1) ___ Very Positive (3) ___ Neutral (5) ___ Very negative
(2) ___ Positive (4) ___ Negative

15. Listed below are some factors which may have influenced your educational adjustment at U.T.-Austin. Please rate each factor by circling the number that you feel best represents your opinion.

a. Study skills at time of entry (or reentry):

			Average			
Very Rusty	1	2	3	4	5	Very Satisfactory

b. Attitudes of faculty members toward you as an older student:

			Average			
Very Discouraging	1	2	3	4	5	Very Encouraging

c. Financial status while a student:

			Average			
Very Insecure	1	2	3	4	5	Very Secure

d. Spouse's attitude toward your educational commitment:

			Average				
Very Hostile	1	2	3	4	5	Very Favorable	No spouse while a student

15. e. State of your health while a student:

Very Poor			Average			Very Good
	1	2	3	4	5	

f. State of health of family you were responsible for while a student:

Very Poor			Average			Very Good	
	1	2	3	4	5		____ Not responsible for any family members while a student

g. Social contacts within the U.T.-Austin community:

Very Unsatisfactory			Average			Very Satisfactory
1	2	3	4	5		

16. Are there other factors which influenced your adjustment? (1)___No; (2)___Yes, please specify_____

_____

_____

EMPLOYMENT

17a. Did you become employed after leaving U.T.-Austin? (1)___Yes (2)___No

b. If you were not employed, what was your status?
(1)___Housewife (3)___Retired (5)___Other, please specify_____
(2)___Student (4)___Temporarily employed _____

c. If you answered yes to No. 17a, approximately how many hours per week did you work?
(1)___less than 15 (4)___30 to 39 hours
(2)___15 to 19 hours (5)___40 hours or more (Full Time)
(3)___20 to 29 hours (6)___Other, please specify_____

d. If you answered "yes" to No. 17a, are you employed now? (1)___Yes (2)___No

18. Nature of that employment._____

19. Title of position._____

20. Description of position._____

21. Is your job related to your major area of academic work?
(1)___Yes (2)___No (3)___Did not obtain any job.

22. Would you have obtained that job if you had not had college training? (1)___Yes (2)___No

23. Did you know that job placement services were available at U.T.-Austin?(1)___Yes (2)___No

24a. Did you utilize any of the Placement offices on campus? (1)___Yes (2)___No

b. If you answered "yes", which service(s) did you use? (Check as many as apply.)

_____Liberal Arts _____Engineering _____Communication _____Law
_____Business _____Teacher Placement _____Pharmacy

25. Please circle a number that reflects how you feel about your current employment.

Very Unsatisfactory	1	2	3	4	5	Very Satisfactory
			Average			

26. If you circled numbers 1, 2, or 3, would the reason be that your current employment is not related to your academic major? (1)___Yes (2)___No

27. If you are not currently employed in work related to your academic major, do you eventually hope to find such employment? (1)___Yes (2)___No

28. If you did not obtain a job related to your major area of academic work, what was the reason? (Please check as many as apply.)

_____Change of interest
_____Salary scale unsatisfactory
_____No job openings
_____Lack of job placement assistance
_____Other, please specify_____

PERSONNAL COMMENTS

29. What are some suggestions you would offer to future returning students to make their educational experience more meaningful and productive?

_____
_____
_____
_____
_____

Thank you for your help on this study.

Appendix B

Table 1

Marital Status Analyzed by Academic Classification At Time Returned to School

Marital Status	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
Marital Status at Present																
No Response	4	16.7	1	9.1	0	0.0	1	5.6	1	11.1	0	0.0	0	0.0	7	6.5
Single	2	8.3	1	9.1	1	12.5	0	0.0	1	11.1	2	7.1	1	11.1	8	7.5
Married	16	66.7	8	72.7	3	37.5	16	88.9	6	66.7	17	60.7	8	88.9	74	69.2
Divorced	2	8.3	0	0.0	3	37.5	1	5.6	1	11.1	7	25.0	0	0.0	14	13.1
Separated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Widowed	0	0.0	1	9.1	1	12.5	0	0.0	0	0.0	2	7.1	0	0.0	4	3.7
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
Marital Status at Time of Entry or Re-entry																
No response	21	87.5	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	22	20.6
Single	0	0.0	1	9.1	1	12.5	0	0.0	1	11.1	2	7.1	1	11.1	6	5.6
Married	2	8.3	7	63.6	3	37.5	15	83.3	8	88.9	18	64.3	7	77.8	60	56.1
Divorced	1	4.2	1	9.1	3	37.5	3	16.7	0	0.0	2	7.1	1	11.1	11	10.3
Separated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	7.1	0	0.0	2	1.9
Widowed	0	0.0	1	9.1	1	12.5	0	0.0	0	0.0	4	14.3	0	0.0	6	5.6
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0[a]

[a]note: This value varies from 100 due to rounding error.

Table 2

Age of Respondents Analyzed by Academic Classification at Time Returned to School

AGE	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
25-29	2	8.3	2	18.2	0	0.0	1	5.6	4	44.4	3	10.7	3	33.3	15	14.0
30-34	6	25.0	1	9.1	2	25.0	2	11.1	1	11.1	2	7.1	1	11.1	15	14.0
35-39	6	25.0	3	27.3	0	0.0	6	33.3	2	22.2	3	10.7	4	44.4	24	22.4
40-44	3	12.5	2	18.2	2	25.0	4	22.2	0	0.0	7	25.0	1	11.1	19	17.8
45-49	4	16.7	2	18.2	0	0.0	1	5.6	1	11.1	10	35.7	0	0.0	18	16.8
50-59	2	8.3	1	9.1	4	50.0	4	22.2	1	11.1	3	10.7	0	0.0	15	14.0
60 +	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
Total Classification	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 3

Periods of Interruption of Formal Studies Analyzed

by Academic Classification at Time Returned to School

Years	CLASSIFICATION												Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
First Period of Interruption																
No Response	21	87.5	1	9.1	0	0.0	0	0.0	0	0.0	1	3.6	0	0.0	23	21.5
1	0	0.0	3	27.3	1	12.5	0	0.0	3	33.3	1	3.6	0	0.0	8	7.5
2	0	0.0	0	0.0	0	0.0	1	5.6	3	33.3	1	3.6	2	22.2	7	6.5
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7	0	0.0	3	2.8
4	0	0.0	0	0.0	0	0.0	2	11.1	0	0.0	0	0.0	1	11.1	3	2.8
5-9	1	4.2	1	9.1	2	25.0	4	22.2	0	0.0	3	10.7	0	0.0	11	10.3
10-14	0	0.0	2	18.2	0	0.0	3	16.7	1	11.1	7	25.0	4	44.4	17	15.9
15-19	0	0.0	3	27.3	0	0.0	5	27.8	1	11.1	9	32.1	2	22.2	20	18.7
20 +	2	8.3	1	9.1	5	62.5	3	16.7	1	11.1	3	10.7	0	0.0	15	14.0
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
Second Period of Interruption																
No Response	24	100.0	9	81.8	5	62.5	10	55.6	3	33.3	16	57.1	7	77.8	74	69.2
None	0	0.0	1	9.1	1	12.5	4	22.2	3	33.3	5	17.9	1	11.1	15	14.0
1	0	0.0	0	0.0	0	0.0	2	11.1	2	22.2	2	7.1	0	0.0	6	5.6
2	0	0.0	1	9.1	0	0.0	0	0.0	1	11.1	1	3.6	1	11.1	4	3.7
3	0	0.0	0	0.0	1	12.5	1	5.6	0	0.0	1	3.6	0	0.0	3	2.8
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	0	0.0	1	0.9
5-9	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	1	3.6	0	0.0	2	1.9
10-14	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
15-19	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	0	0.0	1	0.9
20 +	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	1	0.9
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 4

Frequencies of Expected and Earned Grade Point Averages Analyzed

by Academic Classification at Time Returned to School

Grade Point Average	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
Expected UT GPA																
No Response	22	91.7	1	9.1	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	24	22.4
A+	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
A	0	0.0	3	27.3	1	12.5	3	16.7	2	22.2	5	17.9	3	33.3	17	15.9
A-	0	0.0	0	0.0	1	12.5	1	5.6	3	33.3	13	46.4	4	44.4	22	20.6
B+	0	0.0	1	9.1	1	12.5	5	27.8	0	0.0	2	7.1	0	0.0	9	8.4
B	0	0.0	3	27.3	4	50.0	5	27.8	2	22.2	4	14.3	1	11.1	19	17.8
B-	0	0.0	0	0.0	0	0.0	2	11.1	0	0.0	0	0.0	0	0.0	2	9.1
C+	1	4.2	1	9.1	0	0.0	0	0.0	0	0.0	1	3.6	0	0.0	3	2.8
C	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	1	0.9
Below C-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Idea	1	4.2	1	9.1	1	12.5	2	11.1	0	0.0	3	10.7	1	11.1	9	8.4
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
Actual UT GPA																
No Response	22	91.7	1	9.1	0	0.0	2	11.1	1	11.1	2	7.1	0	0.0	28	26.2
A+	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	2	22.2	3	2.8
A	0	0.0	3	27.3	2	25.0	5	27.8	1	11.1	4	14.3	3	33.3	18	16.8
A-	1	4.2	1	9.1	0	0.0	1	5.6	4	44.4	10	35.7	0	0.0	17	15.9
B+	0	0.0	1	9.1	2	25.0	4	22.2	0	0.0	3	10.7	1	11.1	11	10.3
B	1	4.2	2	18.2	2	25.0	4	22.2	1	11.1	6	21.4	2	22.2	18	16.8
B-	0	0.0	2	18.2	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	3	2.8
C+	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	1	3.6	0	0.0	2	1.9
C	0	0.0	1	9.1	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	2	1.9
C-	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
Below C-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Did not Attend Long	0	0.0	0	0.0	1	12.5	0	0.0	1	11.1	1	3.6	1	11.1	4	3.7
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 5

Earlier UT - Austin Grade Point Average Analyzed

by Academic Classification at Time Returned to School

Grade Point Average	CLASSIFICATION												Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	24	100.0	6	54.5	0	0.0	1	5.6	1	11.1	4	14.3	0	0.0	36	33.6
Had not attended	0	0.0	5	45.5	5	62.5	9	50.0	3	33.3	7	25.0	4	44.4	33	30.8
A+	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	1	0.9
A	0	0.0	0	0.0	0	0.0	1	5.6	1	11.1	0	0.0	0	0.0	2	1.9
A-	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	3	10.7	0	0.0	4	3.7
B+	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	5	17.9	0	0.0	6	5.6
B	0	0.0	0	0.0	1	12.5	3	16.7	0	0.0	5	17.9	2	22.2	11	10.3
B-	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	2	7.2	2	22.2	5	4.7
C+	0	0.0	0	0.0	0	0.0	1	5.6	1	11.1	0	0.0	0	0.0	2	1.9
C	0	0.0	0	0.0	2	25.0	1	5.6	0	0.0	2	7.1	0	0.0	5	4.7
C-	0	0.0	0	0.0	0	0.0	2	11.1	0	0.0	0	0.0	0	0.0	2	1.9
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 6

Educational Goals by Academic Classification

at Time Returned to School

Educational Goal	Classification at Time of Entry														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
Educational Goal																
No Response	22	91.7	0	0.0	0	0.0	0	0.0	0	0.0	2	7.1	0	0.0	24	22.4
BA	1	4.2	5	45.5	4	50.0	6	33.3	3	33.3	0	0.0	0	0.0	19	17.8
BS	0	0.0	3	27.3	2	25.0	7	38.9	5	55.6	0	0.0	0	0.0	17	15.9
BBA	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	1	0.9
MA	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	11	39.3	1	11.1	13	12.1
MS	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7	1	11.1	5	4.7
M. Ed.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	7.1	1	11.1	3	2.8
MBA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Ph.D.	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	3	10.7	1	11.1	5	4.7
Ed. D.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
LLB	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other degree	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	2	7.1	0	0.0	3	2.8
Self fulfillment	0	0.0	2	18.2	2	25.0	3	16.7	0	0.0	4	14.3	1	11.1	12	11.2
Other non-degree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	4	44.4	5	4.7
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 7

Students Reaching Educational Goal by

Academic Classification at Time Returned to School

Response	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	22	91.7	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	23	21.5
Yes	0	0.0	4	36.4	1	12.3	10	55.6	7	77.8	16	57.1	2	22.2	40	37.4
Not Yet, But Still Working Toward it.	2	8.3	3	27.3	6	75.0	4	22.2	0	0.0	5	17.9	3	33.3	23	21.5
No	0	0.0	3	27.3	1	12.5	4	22.2	2	22.2	7	25.0	4	44.4	21	19.6
Column Total	24	22.4	11	10.3	8	7.5	18	16.2	9	8.4	28	26.2	9	8.4	107	100.0

Table 8

Frequency of Reasons for Interruption or Permanent Drop-Out Analyzed

by Academic Classification at Time Returned to School

Response Items	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	24	100.0	5	45.5	6	75.0	13	72.2	5	55.6	20	71.4	3	33.3	76	71.0
Medical	0	0.0	1	9.1	0	0.0	0	0.0	1	11.1	1	3.6	2	22.2	5	4.7
Pregnancy	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
Illness	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Marriage	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	1	11.1	2	1.9
Marital Conflicts	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Financial Needs	0	0.0	3	27.3	1	12.5	3	16.7	0	0.0	3	10.7	0	0.0	10	9.3
Non-Supportive Spouse	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	1	0.9
Leaving Town	0	0.0	2	18.2	0	0.0	0	0.0	1	11.1	1	3.6	0	0.0	4	3.7
Academic Non-Success	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Non-Confirmation of Expectations	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	2	7.1	1	11.1	4	3.7
Non-Supportive Faculty	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	1	3.6	2	22.2	4	3.7
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 9

Frequency of Concerns of Academic Areas Analyzed by

Academic Classification at Time Returned to School

Response Ratings	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
Feelings About Educational Experience																
No Response	22	91.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	22	20.6
Very positive	2	8.3	5	45.5	1	12.5	11	61.1	1	11.1	12	42.9	4	44.4	36	33.6
Positive	0	0.0	3	27.3	3	37.5	5	27.8	3	33.3	8	28.6	4	44.4	26	24.3
Neutral	0	0.0	2	18.2	2	25.0	1	5.6	4	44.4	5	17.9	1	11.1	15	14.0
Negative	0	0.0	1	9.1	1	12.5	0	0.0	1	11.1	3	10.7	0	0.0	6	5.6
Very negative	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	1	0.9
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
Study Skills at Time of Entry																
No Response	22	91.7	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	23	21.5
Very Satisfactory	0	0.0	1	9.1	2	25.0	2	11.2	3	33.3	6	21.4	1	11.1	15	14.0
Satisfactory	1	4.2	3	27.3	1	12.5	4	22.2	2	22.2	10	35.7	2	22.2	23	21.5
Average	1	4.2	0	0.0	1	12.5	5	27.8	3	33.3	3	10.7	2	22.2	15	14.0
Rusty	0	0.0	2	18.2	1	12.5	1	5.6	1	11.1	3	10.7	2	22.2	10	9.3
Very Rusty	0	0.0	4	36.4	3	37.5	6	33.3	0	0.0	6	21.4	2	22.2	21	19.6
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
Faculty Attitudes Towards You As An Older Student																
No Response	22	91.7	2	18.2	1	12.5	0	0.0	0	0.0	1	3.6	0	0.0	26	24.3
Very Encouraging	2	8.3	5	45.5	2	25.0	8	44.4	6	66.7	14	50.0	4	44.4	41	38.3
Encouraging	0	0.0	1	9.1	2	25.0	5	27.8	1	11.1	5	17.9	4	44.4	18	16.8
Average	0	0.0	1	9.1	1	12.5	5	27.8	2	22.2	5	17.9	1	11.1	15	14.0
Discouraging	0	0.0	1	9.1	1	12.5	0	0.0	0	0.0	2	7.1	0	0.0	4	3.7
Very Discouraging	0	0.0	1	9.1	1	12.5	0	0.0	0	0.0	1	3.6	0	0.0	3	2.8
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 10

Frequency of Concerns about Spouse's Attitude Toward Respondent's Education Analyzed by Academic Classification at Time Returned to School

Response Rating	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	23	95.8	3	27.3	5	62.5	4	22.2	1	11.1	10	35.7	1	11.1	47	43.9
Very favorable	1	4.2	5	54.5	3	37.5	9	50.0	7	77.8	8	28.6	7	77.8	41	38.3
Favorable	0	0.0	1	9.1	0	0.0	4	22.2	0	0.0	3	10.7	1	11.1	9	8.4
Average	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	4	14.3	0	0.0	5	4.7
Hostile	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7	0	0.0	3	2.8
Very Hostile	0	0.0	0	0.0	0	0.0	1	5.6	1	11.1	0	0.0	0	0.0	2	1.9
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 11

Quality of Social Contacts Within the U.T. - Austin

Community Analyzed by Academic Classification at Time Returned to School

Response Rating		CLASSIFICATION														Row Total	
		No Response		Fresh		Soph		Junior		Senior		Grad		Special			
		n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response		22	91.7	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	23	21.5
Very Unsatisfactory	1	0	0.0	3	27.3	1	12.5	2	11.1	0	0.0	1	3.6	1	11.1	8	7.5
Unsatisfactory	2	0	0.0	2	18.2	1	12.5	3	16.7	2	22.2	4	14.3	0	0.0	12	11.2
Average	3	0	0.0	2	18.2	1	12.5	4	22.2	3	33.3	6	21.4	3	33.3	19	17.8
Satisfactory	4	0	0.0	0	0.0	2	25.0	3	16.7	4	44.4	6	21.4	3	33.3	18	16.8
Very Satisfactory	5	2	8.3	4	36.4	2	25.0	6	33.6	0	0.0	11	39.3	2	22.2	27	25.2
Total		24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 12

Respondents' Concern About Finances Analyzed by

Academic Classification at Time Returned to School

RESPONSE RATING	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	22	91.7	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	23	21.5
Very secure	0	0.0	3	27.3	1	12.5	5	27.8	3	33.3	12	42.9	4	44.4	28	26.2
Secure	0	0.0	1	9.1	0	0.0	5	27.8	5	55.6	5	17.9	0	0.0	16	15.0
Average	0	0.0	3	27.3	3	37.5	5	27.8	0	0.0	9	32.1	5	55.6	25	23.4
Insecure	1	4.2	0	0.0	1	12.5	1	5.6	1	11.1	0	0.0	0	0.0	4	3.7
Very insecure	1	4.2	3	27.3	3	37.5	2	11.1	0	0.0	2	7.1	0	0.0	11	10.3
Column Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 13

State of Health Analyzed By Academic Classification

at Time Returned to School

Response Rating	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
Own Health																
No Response	22	91.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	22	20.6
Very Poor	0	0.0	0	0.0	0	0.0	2	11.1	1	11.1	0	0.0	0	0.0	3	2.8
Poor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	7.1	1	11.1	3	2.8
Average	0	0.0	2	18.2	0	0.0	1	5.6	1	11.1	3	10.7	1	11.1	8	7.5
Good	0	0.0	2	18.2	0	0.0	7	38.9	2	22.2	4	14.3	1	11.1	16	15.0
Very Good	2	8.3	7	63.6	8	100.0	8	44.4	5	55.6	19	67.9	6	66.7	55	51.4
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
Family's Health																
No Response	22	91.7	2	18.2	4	50.0	1	5.6	2	22.2	5	17.9	1	11.1	37	34.6
Very Poor	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	1	0.9
Poor	0	0.0	1	9.1	0	0.0	1	5.6	0	0.0	1	3.6	0	0.0	3	2.8
Average	0	0.0	4	36.4	0	0.0	0	0.0	0	0.0	2	7.1	2	22.2	8	7.5
Good	0	0.0	1	9.1	1	12.5	5	27.8	2	22.2	7	25.0	0	0.0	16	15.0
Very Good	2	8.3	3	27.3	3	37.5	10	55.6	5	55.6	13	46.4	6	66.7	42	39.3
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 14

Respondents Employed Analyzed

by Academic Classification at Time Returned to School

Response	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
After Leaving U.T. Austin																
No Response	22	91.7	1	9.1	2	25.0	3	16.7	0	0.0	3	10.1	1	11.1	32	29.9
Yes	1	4.2	4	36.4	5	62.5	11	61.1	7	77.8	19	67.9	8	88.9	55	51.4
No	1	4.2	6	54.5	1	12.5	4	22.2	2	22.2	6	21.4	0	0.0	20	18.7
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0
At Present Time																
No Response	22	91.7	5	45.5	1	12.5	2	11.1	2	22.2	8	28.6	0	0.0	40	37.4
Yes	1	4.2	4	36.4	5	62.5	13	72.2	7	77.8	20	71.4	9	100.0	59	55.1
No	1	4.2	2	18.2	2	25.0	3	16.7	0	0.0	0	0.0	0	0.0	8	7.5
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 15

Hours per Week Employed After Leaving U.T. Austin-Analyzed

by Academic Classification at Time Returned to School

Hours per Week	CLASSIFICATION														Row Total	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	23	95.8	5	45.5	2	25.0	4	22.2	2	22.2	10	35.7	1	11.1	47	43.9
Less than 15	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
15-19	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
20-29	1	4.2	2	18.2	0	0.0	1	5.6	0	0.0	2	7.1	3	33.3	9	8.4
30-39	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	1	3.6	0	0.0	2	1.9
40 or more	0	0.0	2	18.2	6	75.0	12	66.7	7	77.8	15	53.6	5	55.6	47	43.9
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 16

Respondents Current Status if not Employed Analyzed by Academic Classification at Time Returned to School

CURRENT STATUS	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	24	100.0	5	45.5	7	87.5	14	77.8	6	66.9	23	82.1	9	100.0	88	82.2
Housewife	0	0.0	5	45.5	0	0.0	3	16.7	3	33.3	5	17.9	0	0.0	16	15.0
Student	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Retired	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Temporarily Employed	0	0.0	1	9.1	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	2	1.9
Other	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	1	0.9
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 17

Respondents Academic Major Related to Current Job Analyzed

by Academic Classification at Time Returned to School

RESPONSE	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	22	91.7	2	18.2	2	25.0	3	16.7	1	11.1	6	21.4	0	0.0	36	33.6
Yes	1	4.2	3	27.3	3	37.5	13	72.2	3	33.3	16	57.1	4	44.4	43	40.2
No	1	4.2	5	45.5	3	37.5	1	5.6	4	44.4	5	17.9	5	55.6	24	22.4
No Job	0	0.0	1	9.1	0	0.0	1	5.6	1	11.1	1	3.6	0	0.0	4	3.7
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 18

Feelings About Present Employment Analyzed

by Academic Classification at Time Returned to School

Response Rating	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	23	95.8	4	36.4	3	37.5	6	33.3	2	22.2	7	25.0	0	0.0	45	42.1
Very Unsatisfactory 1	0	0.0	0	0.0	1	12.5	1	5.6	0	0.0	0	0.0	1	11.1	3	2.8
Unsatisfactory 2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Average 3	0	0.0	1	9.1	3	37.5	0	0.0	1	11.1	1	3.6	0	0.0	6	5.6
Satisfactory 4	0	0.0	3	27.3	0	0.0	4	22.2	2	22.2	4	14.3	2	22.2	15	14.0
Very Satisfactory 5	1	4.2	3	27.3	1	12.5	7	38.9	4	44.4	16	57.1	6	66.7	38	35.5
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 19

Knowledge of Placement Services Analyzed by

Academic Classification at Time Returned to School

KNOWLEDGE OF SERVICES	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	22	91.7	2	18.2	1	12.5	2	11.1	0	0.0	3	10.7	0	0.0	30	28.0
Yes	2	8.3	7	63.6	2	25.0	12	66.7	8	88.9	24	85.7	7	77.8	62	57.9
No	0	0.0	2	18.2	5	62.5	4	22.2	1	11.1	1	3.6	2	22.2	15	14.0
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Table 20

Respondents Use of Placement Offices Analyzed by

Academic Classification at Time Returned to School

USE OF PLACEMENT OFFICE	CLASSIFICATION														ROW TOTAL	
	No Response		Fresh		Soph		Junior		Senior		Grad		Special			
	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%	n	Col.%
No Response	22	91.7	3	27.3	1	12.5	2	11.1	0	0.0	5	17.9	0	0.0	33	30.8
Yes	0	0.0	1	9.1	1	12.5	5	27.8	5	55.6	8	28.6	2	22.2	22	20.6
No	2	8.3	7	63.6	6	75.0	11	61.1	4	44.4	15	53.6	7	77.8	52	48.6
Total	24	22.4	11	10.3	8	7.5	18	16.8	9	8.4	28	26.2	9	8.4	107	100.0

Appendix C

Appendix C

Personal Reflections of Students' Experiences

Many students offered suggestions for future students in answer to the "Personal Comments" section of the questionnaire. Some of the constructive statements made are identified by classification and year of entrance to U.T. Austin below.

Freshman, Summer 1969--Enter with an open mind and accept the young as they are.

Freshman, Fall 1970--Your assets will be easily revealed in upper-division small classes; take these whenever possible in lieu of the enormous lower division courses. If you study and learn to write very fast in your blue book, you will make A's and get those courses out of the way. I took my language, German, intensively in the summer. It was physically exhausting, but well worth it. Be sure that one full professor in your department is familiar with your academic performance. This relationship is very valuable if you apply to graduate school or go job-hunting.

Sophomore, Fall 1967--Even though you are an adult returning student, you are still a student. Do not expect your instructors to treat you any differently than any other younger student. Do not antagonize the younger students because of age differences and you will enjoy and obtain the most from your returning college experience.

Sophomore, Summer 1972--Patience, fortitude, hard work, and staying in close communication with the instructors pays off.

Junior, Fall 1969--(1) Organize time well, since returning students frequently have other commitments; (2) utilize campus resources and services; (3) find others on campus who share your interests, etc. (SOTA is very good for this.)

Graduate, Fall 1969--Take only the normal load. Do not attend summer session unless it's necessary to attain the goal quickly due to financial limitations. Avoid needless worrying about grades--a concentrated effort will usually result in the needed "B".

Special, Fall 1969--Assume that you have a right to be there regardless of age.

The following remarks were recorded as concerns of students:

Freshman, Summer 1969--Will the requirement of entering day school for older students be waived? Otherwise, it's impossible to finish.

Freshman, Fall 1969--There is a need for available counselors to help prospective students with course study schedules, i.e., What do I need to take to become this or that, etc. Financial assistance, less red tape; degree-oriented evening classes for the thousands who are working and yet wish to obtain a degree. Less generalists, and more specific-oriented course schedules.

Junior, Fall 1973--More classes scheduled in the morning hours. Many classes that meet in the late afternoon are when my children come home from school and are unavailable to me.